

Europe's new democracies, and building a new partnership with Russia.

Each of these commitments entails risks and costs. But that just reminds me of something Senator Arthur Vandenberg said during a debate on the Marshall Plan 49 years ago. I quote, "The greatest nation on earth," he said, "either justifies or surrenders its leadership. I have no quarrel with those who disagree because we are dealing with imponderables." He said, "But I cannot say to those who disagree that they have escaped to safety by rejecting or subverting this plan. They have simply fled to other risks, and I fear far greater ones. For myself," Senator Vandenberg said, "I can only say that I prefer my choice of responsibilities."

In the letter that President Clinton asked me to deliver to all of you today, he writes that "our generation has been blessed with the chance to complete the great endeavor that Marshall's generation began—to build a democratic, peaceful, undivided Europe for the first in history." He reminds us that the Marshall Plan's success is evident not just in the recovery of Western Europe's economies, but in the process of European integration that it sparked; the reconciliation between old adversaries that it enabled; and America's lasting engagement in Europe, which it sealed. "No one better understands," the President continues, "all those transatlantic strands than your honoree tonight, my friend Helmut Kohl."

At the beginning of this miraculous decade of coming together, Chancellor Kohl engineered the unification of Germany within the NATO Alliance and the European Union. This was not an easy thing to do. It was an act of faith, requiring great sacrifice. But it was right. And today we look back upon it as the founding act of a Europe that is becoming whole and free.

Chancellor Kohl was a child of the Europe that the Marshall Plan rebuilt and transformed. All his life, he has been a champion of the kind of Europe that Marshall's generation envisioned—a Europe where borders unite rather than divide.

Chancellor Kohl, we thank you for your many years of statesmanship, and we salute you for your leadership in the present. It is my great privilege to introduce you to this audience today. (Applause.)

IN MEMORY OF OMER EISSA

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 11, 1997

Mr. GILMAN. Mr. Speaker, on Tuesday, May 20th, the United States lost a good friend when Omer Eissa, the former Ambassador of Sudan died tragically in an auto accident while visiting his home country.

Ambassador Eissa served with great distinction as Ambassador to the United States when Gaafar Mohammed Numeiry was the President of Sudan, and many Members of Congress came to know him well.

Ambassador Eissa had a long and distinguished career of public service in Sudan, serving as a member of the Sudanese Parliament, where he was chairman of the Committee on Housing and Education, before being appointed to the cabinet of President Numeiry.

He subsequently was appointed Ambassador to the United States, serving concurrently as nonresident Ambassador to Canada and Mexico. During his tenure he also served

as dean of the Council of Arab Ambassadors and as dean of the Council of African Ambassadors.

Following the coup that removed President Numeiry from office in 1985, Ambassador Eissa made his home near Washington and became an American citizen. On behalf of my colleagues, I extend heartfelt condolences to his wife and children, who can be justifiably proud of his many accomplishments.

A TRIBUTE TO THE SUFFOLK CHAPTER, ASSOCIATION FOR THE HELP OF RETARDED CHILDREN

HON. MICHAEL P. FORBES

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 11, 1997

Mr. FORBES. Mr. Speaker, I rise today to pay tribute to an organization that provides services to over 1,300 individuals in Suffolk County, Long Island, with the vital mission of educating disabled children. The largest voluntary agency in Suffolk County, the Association for the Help of Retarded Children provides training and rehabilitative services at 24 locations across the county, and is distinguished by the selflessness, hard work, and dedication of its workers.

The staff at AHRC have for many years worked to provide their communities with a protective and educational environment that these children deserve. At the organization's Sagtikos Educare Center in Commack, infants, preschoolers, and school age children receive individualized attention. Their development is fostered when local school districts are not able to help them. This school is an exceptional place, where disabled students discover new opportunities. The care of any child is a full-time job, but a child with special needs leaves a parent little time to pursue his or her own efforts. It is a blessing to the parents of these children, who have strived to build a better life for their sons and daughters, that the AHRC is here to assist them.

The AHRC does not teach children to accept their conditions, but it fosters their self-esteem, teaches them living skills, and strengthens them both physically and emotionally. The programs help these children to grow to the point that the need for a lifetime of costly special services is greatly reduced. Furthermore, the AHRC, through its valiant and ongoing efforts, has helped to build community awareness about the abilities of these special young Long Islanders. The AHRC's vocational program has successfully placed its adults into packaging and assembling jobs, where they have joined the proud Long Island work force, gained a large degree of independence, and learned the skills which lead to competitive employment opportunities. Furthermore, the Long Island community has welcomed 16 AHRC-operated residences into its neighborhoods, where disabled adults work together as a family, and participate in the community with their neighbors. Indeed, it brings a great degree of normalcy, independence, and acceptance to their lives.

On June 9, 1997, a fundraiser is being held which recognizes the AHRC's efforts on behalf of our Long Island families, friends, and neighbors. Long Islanders will open their hearts to

give back to the organization that has done so much for our community. After all, when one of these very special persons receives the educational or vocational training they need to become a successful and happy member of our community, we all benefit from their presence. I would ask my colleagues in the U.S. House of Representatives to join me in saluting the work of this great organization.

STATEMENTS BY DANIELLE DUPUIS AND PHILIP BIDWELL, ESSEX TECHNICAL CENTER, REGARDING DRUG USE BY TEEN-AGERS

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 11, 1997

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by high school students from Essex Technical Center in Vermont, who were speaking at my recent town meeting on issues facing young people.

Ms. DUPUIS. My name is Danielle Dupuis and I live in Colchester. This is Philip Bidwell, he lives in Underhill but attends Essex Technical Center. Rebecca Johnson and Troy Hibbard cannot be here with us today.

We did a survey on teenage drug use in our school and we found that 50 percent of the students in our school use drugs, we found that 21 percent of them use them on a daily basis. The top two drugs in high school were marijuana and alcohol, and they are both used by 50 percent of the students.

We feel that teenage drug use in this country is a rising problem. Everyday in and out of school students are using substances whether they are legal or illegal. We feel that a required high school level drug education class would be a way to solve this problem.

Mr. BIDWELL. Basically we think that it is more and more of a problem everyday in the school systems and we think that in order to resolve this we should have a class that is required in the school system for drug education because it is not that the fifth grade students have a class where they are introduced to drugs and what the effects are and stuff, but as teenagers these get more and more into peer pressure and they need to be brought up against anything that can happen. It is not just a fact of people doing them but people are dying from them.

Ms. DUPUIS. We found that 25 percent of the students that use drugs use them in school.

Mr. BIDWELL. I think that students, if you go up and talk to somebody like a student, that is just not normal to anybody else, but if they are going to somebody the same age just like them they are more open about it.

Ms. DUPUIS. They feel more comfortable. Other drugs were used, but marijuana and alcohol were the main concerns. We surveyed marijuana, cocaine, speed, acid, alcohol, mushrooms, hashish and we then had another category and those were all low, they ran about five or six percent, in that area. There is such a big campaign against drugs but yet there are so many students that are using drugs, you want to know what is the big deal, what is it like? I will try it once. And they try it once and that is it, you are addicted for life. I think a lot of it has to do with just being cool, too.